Assignment: Wiki 1

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**Action Research:**

Action Research seems to be hard to define. Of the sources I have viewed there has not been a consistent definition. I believe this research paper will be a form of action research. An intuitive definition of action research is that it is research with the intent to lead to action, as opposed to standard research which is performed in the pursuit of knowledge and without intent to make any direct changes. I have found there is a common theme among the sources I have read. I’ve chosen to define action research as done so by Eileen Ferrance of Brown University. “It is a reflective process that allows for inquiry and discussion as components of the “research.” Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change.”

Source: *Action Research* (2000)By Eileen Ferrance, Brown University, page 1

**Define the Problem:**

The New York City Department of Education is faced with a problem that few other school districts must overcome. As required by the state and federal government, the City of New York is responsible for educating all children residing within its borders, including a very large number of students who do not speak English, or do not speak English as their first language. NYC offers several English Language Learner (ELL) programs to assist those students in meeting their educational goals. However, some people have expressed doubts about the success of these ELL and bilingual programs. Their concern is that bilingual programs don’t provide superior English language skills for ELL students. My research subject is to know whether these students are learning additional benefits from bilingual education programs.

**Is it Researchable?**

This subject is researchable. There are numerous studies and theoretical viewpoints on the effectiveness of bilingual education. As an example, for many years California by law significantly restricted the use of bilingual education. During those same years New York much more widely used the teaching method of bilingual education. These two states receive many immigrants and are responsible for educating many non-English students. The two different teaching methods of each state makes for a great research comparison.

**Prior Research: (Name at least two sources)**

The two different sources listed below show contradicting evidence. In the first the author concludes bilingual education "is the least effective program for ELL students if one's goal is achievement in English" (Rossell, 2009, P.12). While the second source states “The Hawaiian case reveals remarkable successes and best practice in bilingual education” (Pacific Public Policy, 2010, P.10)

Source 1: *Does Bilingual Education Work? The Case of Texas* byChristine Rossell, Ph.D. of the Texas Public Policy Foundation, Sept. 2009

Source 2: *Successful bilingual and Immersion Education Models/Programs* by Pacific Policy Research Center, Aug 2010

**Pros and Cons: (Name at least two sources)**

Bilingual education is a controversial subject. As stated by the Oyster-Adams Elementary school in Washington DC “We believe that native Spanish speaking children will learn to perform better in an environment that respects their native language and provides continued growth in their native language.” (Pacific Public Policy, 2010, P.9) This is an ideal theory of ELL students and ELL education. Opponents claim “Bilingual education is more expensive” and no more effective. (Rossell, 2009, P.3)

My own personal belief is that knowledge of material in a student’s native language will assist them in learning and proficiency in English as well. Bilingual education encourages students to communicate in their native, not only in the classroom, but outside the school as well. It encourages them to be a part of their community instead of shunning speakers of their native language and insisting on English only communication.

Source 1: *Does Bilingual Education Work? The Case of Texas* byChristine Rossell, Ph.D. of the Texas Public Policy Foundation, Sept. 2009

Source 2: *Successful bilingual and Immersion Education Models/Programs* by Pacific Policy Research Center, Aug 2010

**Current Instructional Strategies? (Name at least two sources)**

The New York State Department of Education (NYSED) has enacted laws and regulations that govern ELL students and bilingual education. Bilingual education is mandated by the state. Although bilingual education is controversial, numerous books and published works have been written regarding best practices of bilingual education. An example is listed as source 2.

Source 1: NYSED Commissioner’s Regulation Part 154 (2014)

Source 2: *Bilingual Education: From Compensatory to Quality Schooling, Second Edition* (2005), Maria Estela Brisk

**Practitioners/Theorists? (Name at least two sources)**

Theorist: Baker, Colin, *Foundations of Bilingual Education and Bilingualism* (2011)

Practitioner Research: Cevallos, Tatiana Margarita. Portland State University (2014). *Understanding Biliteracy: Exploring the Lived Experiences of Bilingual Reading Specialists*.

**My proposed Intervention (Independent Variable): (Name at least one source)**

As stated earlier, I believe bilingual education can offer more than only English Language Learning. My proposed intervention is to raise awareness of the multiple purposes and benefits of bilingual education. We should recognize that bilingualism is a lifelong skill that is enhanced by bilingual education, rather than focusing solely on English Language Learning. To reach this goal, classroom teachers can share examples of case studies about how bilingual education has had a positive influence on a students’ current and future life. Case studies can show an increase in students’ confidence and a decrease in their anxiety. I believe one of the most important parts of bilingual education is to build confidence in ELL students. This will help new immigrant children better adapt to their new lives in a foreign country while still maintaining a bond to their nationality and native language.

Source: *Successful bilingual and Immersion Education Models/Programs* by Pacific Policy Research Center, Aug 2010

**How will you define (construct) and measure your intervention? (Dependent Variable)**

To measure my intervention, I plan to interview and observe current ELL students’ in bilingual education, or through a survey to know about their opinions.  Do the same with parents after communicating with them about the importance of bilingual education.  Lastly record and compare students’ overall academic scores.  The survey will also question students and parents about use of their native language outside the classroom and how much the student communicates and participates with their immigrant community.

**References**

1. Eileen Ferrance*.* (2000) *Action Research* (2000)Brown University, page 1
2. Christine Rossell*.* (2009) *Does Bilingual Education Work? The Case of* Texas. Public Policy Foundation.
3. Pacific Policy Research Center. (2010) *Successful bilingual and Immersion Education Models/Programs*
4. NYSED Commissioner’s Regulation Part 154 (2014).

Retrieved from http://www.p12.nysed.gov/biling/bilinged/CRPart154.html

1. Maria Estela Brisk*.* (2005)Bilingual *Education: From Compensatory to Quality Schooling, Second Edition*
2. Baker, Colin. (2011) *Foundations of Bilingual Education and Bilingualism*
3. Cevallos, Tatiana Margarita. (2014). *Understanding Biliteracy: Exploring the Lived Experiences of Bilingual Reading Specialists.* Portland State University.